DOCUMENT RESUME

ED 042 422 HE 001 711

TITLE	ROTC Programs at State Colleges and Universities.
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.
REPORT NO	AASCU-1970-2
PUB DATE	70
NOTE	32p.
AVAILABLE FROM	American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036 ($2.00)
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.70
DESCRIPTORS	Administrative Policy, Attitudes, Enrollment, *Higher Education, *Military Training, *Officer Personnel, *State Colleges, *State Universities, Surveys
IDENTIFIERS	*Reserve Officer Training Corps

ABSTRACT

In the fall of 1969, AASU and the Association of American Universities (AAU) distributed questionnaires to member institutions on the status of the Reserve Officer Training Corps (ROTC) programs. The questionnaires were designed to elicit information on ROTC enrollment, officer production, instruction, policies and administration, and an indication of changes under consideration or recently adopted. The findings of the AASCU survey include some comparisons with the AAU institutions and national trends. Some of the major findings were: (1) ROTC is a subject of "major" concern at more than half the institutions responding; (2) campus attitudes toward ROTC was generally described as favorable at schools in the South, more often as apathetic at schools in other regions; (3) enrollment decreased by 34.6% at institutions having ROTC programs from 1966-67 to 1969-70, with the greatest decrease occurring in voluntary programs; (4) more than half the responding institutions had made changes in their ROTC programs and policies in recent years, and nearly 40% were currently reassessing their programs; and (5) all institutions but one granted credit for ROTC participation. (AF)

ED042422

Reserve Officer Training programs are currently a source of controversy and discussion in the college and university world. For its member institutions who either host such programs or have requested them, the American Association of State Colleges and Universities presents this study.

It describes enrollment and officer production trends; policies regarding ROTC supervision and staffing; and discusses some of the issues surrounding the program.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ROTC PROGRAMS AT STATE COLLEGES AND UNIVERSITIES

AASCU STUDIES 1970/2

Additional copies:
$2.00

HE001 711

American Association of State Colleges and Universities
1 DuPont Circle Washington DC 20036

HIGHLIGHTS

* ROTC is a subject of "major" concern at more than half the institutions responding to the AASCU survey. At the 19 schools where ROTC is compulsory, debate centered on the issue of whether it should be made voluntary. At those schools where it was already voluntary, controversy related to the question of university involvement with the military.

* Campus attitude toward ROTC was generally described as favorable at schools in the South, more often as "apathetic" -- i.e., "those who want it can take it" -- at schools in other regions.

* At State Colleges and Universities which have had ROTC programs since 1966-67, enrollments between that year and 1969-70 decreased by 34.6 per cent, with the greatest decrease occurring in voluntary programs. Officer production increased 30 per cent between 1965-66 and 1968-69.

* More than half of the responding institutions said they have made changes in their ROTC programs and policies in recent years, and nearly 40 per cent of the total reported they are currently reassessing their programs.

* The 88 ROTC units at 84 SCUs enroll about one-fourth of the total number of ROTC students in the nation and produced about one-eighth of the total number of officers last year.

* All SCUs but one grant credit for ROTC participation.

CONTENTS

		Page
HIGHLIGHTS		i
SUMMARY		2
I.	INTRODUCTION	5
	Acceptance of ROTC at SCUs	5
	Background and Purpose of the Study	6
II.	ROTC AND SCUs IN PERSPECTIVE	7
	Development of ROTC	7
	AASCU and AAU Institutions	8
	ROTC Participation by SCUs	9
	Voluntary vs. Compulsory Programs	10
III.	ENROLLMENT AND OFFICER PRODUCTION	11
	Current Enrollment	11
	Largest Programs at SCUs	11
	Current Officer Production	11
	National Trends	12
	AASCU Trends	13
IV.	ASPECTS OF ROTC POLICIES RELATING TO THE INSTITUTION	15
	Academic Credit and Standing	15
	University Oversight	15
	Facilities	16
	Other Aspects of ROTC Programs	17
V.	ROTC INSTRUCTION	17
	Quality of Instruction	17
	Academic Rank for Military Staff	19
	Civilian Instruction in ROTC	19
VI.	CAMPUS CONCERN, RE-EVALUATION, AND CHANGES IN ROTC	21
	The Controversial Issues at SCUs	21
	Changes Made	23
	Current Re-evaluation	23
VII.	APPENDICES	
	A. Enrollment	26
	B. List of SCUs with ROTC	28
	C. AASCU-NASULGC position on ROTC from Recommendations for National Action Affecting Higher Education	30

SUMMARY

There are 84 SCUs in 30 states hosting a total of 88 ROTC units: 68 Army and 20 Air Force (no Navy). More than half of the SCU ROTC units are located in 14 Southern states, while only four are located in the Northeast or New England. Seventeen SCUs have begun ROTC programs within the past two years, nearly all in Southern and Midwestern states.

Approximately one-fourth of the SCU ROTC programs are compulsory, including three of the 17 new ones. Compulsory units account for about two-thirds of SCU ROTC enrollment. Within the past few years, nearly one-sixth of the SCUs have changed from compulsory to voluntary ROTC. Nationally, compulsory enrollment has declined from two-thirds to less than one-sixth of all programs since 1959.

SCUs enroll about 41,000 students in ROTC -- about one-fourth of the national total. In 1969 they produced 2,875 officers, or about one-eighth of the national total. The drop-out rate in compulsory programs after the basic (required) training an and the existence of 17 new SCU ROTC programs with few advanced students largely explain why SCUs' share of enrollment is higher than their share of officers produced.

At SCUs which have had ROTC programs since 1966-67, enrollments have decreased 34.6 per cent between 1966-67 and 1969-70. Nationally, enrollments have decreased even more. The enrollment decrease has been greatest at institutions with voluntary programs. Including enrollment in the 17 new SCU ROTC programs, however, total ROTC enrollment at SCUs has decreased by only 22.2 per cent since 1966-67. Freshman enrollment has declined 38.4 per cent -- more in institutions with voluntary programs. Reasons for the sharp drop in enrollment include shifts from compulsory to voluntary programs, uncertainty about the status of the draft, opposition to the war in Vietnam, and growing anti-military sentiment on campus.

Officer production at SCUs has increased about 30 per cent -- less at voluntary institutions -- between 1965-66 and 1968-69. Nationally, officer production rose about 40 per cent in this period.

Credit is awarded for ROTC participation, which is credited toward degree requirements at all but one SCU. About five-sixths of the SCUs have university-wide, rather than individual departmental policies governing academic credit for ROTC. All SCUs list ROTC courses in their catalogs.

Supervisory responsibility for ROTC is most often placed under a dean (46 cases) or the vice president for academic affairs (16 cases). Secondary sources of supervision are the president and a faculty committee. The most frequently cited method used by institutions to maintain the quality of instruction is assistance in selecting instructional personnel, cited by more than two-thirds of the SCUs.

All institutions but one provide ROTC with offices, classroom space, and other support comparable to that provided regular academic departments. Nearly all of the ROTC facilities are considered "centrally located" on campus.

ROTC instruction is judged as good as other campus instruction by nearly all responding SCUs. A number cited surveys in support of this view. Several also specifically praised the special teacher training their ROTC instructors received from the Air Force prior to coming to their campuses.

As stipulated by law, the Director of ROTC is given the titles of professor and head of the department. Commissioned officers are associate or assistant professors; non-commissioned officers are considered instructors. ROTC faculty generally receive the full status and privileges accorded regular faculty members.

About one-fifth of the campuses use civilian instructors as guest lecturers. A few institutions also noted that regular departmental offerings are designated as acceptable for ROTC credit. About 18 per cent of the responding SCUs said that while they had no civilian instructors in their ROTC programs, they would like to; another 21.9 per cent said they felt civilian instruction could be increased.

Well over half of the responding institutions -- 43 out of 73 -- described ROTC as a subject of "major" concern in recent years. Of these 43 institutions, 34 said ROTC had been a subject of major concern among students; 23, among faculty; and 13, among administrators.

More than half of the institutions also said they have made changes in their ROTC programs and policies in recent years. In addition, nearly 40 per cent of the total reported that they are currently reassessing ROTC programs.

At SCUs where ROTC appears to be a major concern, its compulsory nature is the key issue at present. Nearly every SCU with compulsory ROTC -- a total of 19 -- reported this as a major concern. Most of the remaining controversial issues this year relate to the question of university involvement with the military. Ten SCUs cited as a major issue

the granting of academic credit (with proponents of both increased and decreased credit involved); six cited the Vietnam war (as it related to campus support of ROTC as a symbol of the military).

Most SCU respondents noted that activism or outspokenness on the ROTC issue has been confined so far to a small number of students and/or faculty at their campuses. With the exception of Southern institutions where majority sentiment is reported as positive, and particularly where ROTC is voluntary, most SCUs classified majority sentiment on ROTC as "apathetic." Where ROTC is compulsory there is more widespread concern and administrators appear respectful of and attentive to campus sentiment.

One-third of the institutions reporting recent changes in ROTC changed their programs from compulsory to voluntary. Additional institutions have since announced plans to do the same next year.

The largest number of changes reported, however, fell in the area of curriculum. Of these, five allowed substitution of regular academic courses for military science courses and four decreased emphasis on drill and basic training.

In sum, this survey indicates that at present state colleges and universities are generally supportive of ROTC's existence, particularly in its voluntary form. This is largely because of the concentration of SCU ROTC programs in the South, where majority sentiment towards ROTC and the military is reported to be more favorable than in other parts of the country where there are fewer SCU ROTC programs. It is, of course, possible that major ROTC protests or changes will occur at SCUs in the future. Meanwhile, the results of this questionnaire suggest that SCUs are in 1969-70 generally hospitable towards ROTC and look forward to developing high quality officer training programs.

+++

THE STATUS OF RESERVE OFFICER TRAINING CORPS PROGRAMS AT STATE COLLEGES AND UNIVERSITIES

by Laura Horowitz

INTRODUCTION

Acceptance of ROTC at SCUs

Although the Reserve Officer Training Corps program (ROTC) has come under fire at many institutions in the past year, a survey of the status of ROTC at state colleges and universities (SCUs) indicates that at present these institutions generally support its existence, particularly in its voluntary form. This is largely because of the concentration of SCU ROTC programs in the South, where majority sentiment towards ROTC and the military is reported to be more favorable than in other parts of the country where there are fewer SCU ROTC programs. While some, mainly private institutions, have moved to abolish ROTC, 17 state colleges and universities have begun new ROTC programs in the past two years. (Many of these have reported campus concern about ROTC policies, however.)

At SCUs where ROTC is a major campus issue, its compulsory nature most often underlies the controversy. ROTC programs are compulsory at about 15 per cent of all colleges in the nation with programs and about one-quarter of state colleges and universities. Within the past few years, many institutions, including a number of SCUs, have changed their programs from compulsory to voluntary. Additional campuses plan to do so in the future.

In general, where ROTC is but one of many options in which a student may choose to enroll, its presence has been generally tolerated at SCUs and nationally. With the exception of Southern institutions, where majority sentiment is reported positive, and particularly where ROTC is voluntary, most SCUs classified majority sentiment on ROTC as "apathetic." Where ROTC is compulsory there is more widespread concern and administrators appear respectful of and attentive to campus sentiment. Strong sentiment to abolish ROTC was reported on only two SCU campuses, one of which has since in fact taken steps to do so. On other campuses, questions relating to the appropriateness of the university's involvement with the military through ROTC have arisen.

So far, these questions have not led to major confrontations at many SCUs. It is, of course, possible that the resolution of the compulsory-voluntary issue or other developments will in the future pave the way for these issues to produce major protests or changes. Meanwhile, more than half of the SCUs have made various changes in their ROTC programs and policies in recent years and nearly 40 per cent report that ROTC is currently undergoing either special or routine reviews.

Background and Purpose of the Study

In fall 1969, the American Association of State Colleges and Universities (AASCU) and the Association of American Universities (AAU) each distributed through their member presidents questionnaires on the status of Reserve Officer Training Corps (ROTC) programs at their member institutions. The questionnaires were designed to elicit information on ROTC enrollment, officer production, instruction, policies, and administration, and an indication of changes under consideration or recently adopted. The AAU survey results were published in February 1970 and are available in a report from that organization. This report presents the findings of the AASCU survey, including some comparisons with AAU and national trends. In many instances the AASCU results differed significantly from the AAU results.

Both the AAU and the AASCU surveys are meant to supplement the report prepared last fall for the Secretary of Defense by the Special Committee on ROTC chaired by Dr. George C.S. Benson, former president of the Claremont Men's College and now Deputy Assistant Secretary of Defense.[1/] The Benson report features 21 recommendations to "strengthen" ROTC. It does not discuss ROTC policies, practices, and trends in terms of identifiable institutions or groups of institutions. The AAU and AASCU surveys, in contrast, offer no recommendations but focus on descriptions of patterns and developments in ROTC programs at the member campuses of the two associations. The AAU and AASCU reports provide concrete examples of many of the issues discussed in general terms in the Benson report.

1/ Report of the Special Committee on ROTC to the Secretary of Defense, Washington, D.C., September 22, 1969, 61 pp.

ROTC AND SCUs IN PERSPECTIVE

Development of ROTC

ROTC is a program of officer education for the nation's armed forces, training officers for the active as well as the reserve forces. It is the military's major source of officers, outproducing both officer candidate schools and the service academies.

ROTC is conducted through two- and four-year programs, including summer training, by the Army, Navy, and Air Force under individual contracts with the "host" institutions. Each service retains control of its program, prepares most of the classroom materials used, and employs officers to teach most courses. The Defense Department and the colleges share the costs of maintaining ROTC programs. The DOD pays the salaries of military personnel assigned to campuses and provides scholarships and subsistence allowances for students. The institutions, in turn, are expected to contribute facilities, secretarial staff, and general overhead costs.

The legislative origins of ROTC are generally traced back to the Morrill Land-Grant Act of 1862, which required all land-grant colleges to make available training in military science and tactics. (Military training in higher education goes back even further.) ROTC as we now know it was formally established in 1916 by the National Defense Act which called for a nationally directed program for training college men in military techniques and citizenship obligations. Following their training they would be commissioned as reserve lieutenants in the regular army. The Army was first to develop a training program under the legislation, and by 1919 there were Army ROTC units at 191 institutions. The first six Naval units were set up in 1926. The first Air Force unit was set up after World War II, when a separate Air Force was established, although air units date back to 1920 as part of Army ROTC.

In the years before World War II, ROTC made available 100,000 officers for the nation's armed forces build-up. During the war, ROTC was basically discontinued because so many of its instructors and potential participants were fighting in the war. After the war, however, ROTC underwent a major expansion, especially through the Air Force units. By the time the Korean war broke out, ROTC was used not only to train reserve officers but also to train men for long-term active duty or career service in the active forces.

Today there are 518 ROTC units at 369 colleges and universities with all services claiming waiting lists of institutions seeking ROTC units. More than half of the units (286) are Army ROTC; about one-third (179) are Air Force, and only about ten per cent (54) are Navy. ROTC operates under legislative authority provided by the 1964 ROTC Vitalization Act, which included some changes designed to make the program more attractive to students.

The three services' ROTC programs differ in a number of ways. As the Benson report explains:

> The Army wants mostly reserve officers from ROTC; the Navy wants mostly regular officers from ROTC; and the Air Force wants rated career officers from ROTC. The Navy wants an "immediately employable ensign;" the Army and the Air Force send their new lieutenants to service schools before using them on jobs . . . The Army has tended to keep a weekly drill period; both the other services rarely drill more than six or eight times a semester.
>
> The Air Force has long had a program with much study of civilian-military policy; the Army and the Navy have moved more slowly into these fields. The Navy teaches a substantial amount of technical information; the Army a smaller amount; and the Air Force relatively little. 2/

AASCU and AAU Institutions

The AASCU's member institutions are public colleges and universities supported in large part by the states in which they are located. Some have been in existence since the beginning of the nineteenth century; some for only a few years. A few started as small academies or seminaries, others as technical or agricultural schools, still others as liberal arts or junior colleges. Most began, however, as colleges to educate teachers. Today, all are four-year institutions of the arts and sciences, awarding bachelor's degrees and in most cases master's degrees. A few also offer doctoral degrees.

The AAU's member institutions are considered the nation's leading universities. They are brought together by common involvement in graduate and professional education and research. They account for more than 60 per cent of the total number of doctorates awarded annually in the nation.

2/ Benson Report, pp. 58-59.

Altogether there are approximately 300 AASCU-type public colleges and universities in the country, 275 of which belong to the AASCU and 84 of which have ROTC programs. The survey questionnaire was sent to this latter group. AASCU-type institutions are referred to throughout this report as "state colleges and universities (SCUs)."

The AAU includes 46 out of approximately 160 United States institutions classified by the U.S. Office of Education as universities. It also has two Canadian member universities.

Most of the information presented in this report on SCUs is based on questionnaires filled out by 73 institutions, or nearly 90 per cent of SCUs with ROTC programs. The AAU survey is based on information from all 46 United States members.

ROTC Participation by SCUs

SCUs host a total of 88 ROTC units at 84 campuses in 30 states, or approximately one unit per participating campus and about 17 per cent of the total number of ROTC units.3/ More than half of the SCU units are located in 14 Southern states. Only one is located in New England and only three in other Northeastern states. In contrast, 116 or about 40 per cent of the SCUs are in the South and 82 or 27 per cent are in New England and the Northeast. Few SCUs have more than one ROTC detachment, and nearly three-quarters of all SCUs have no ROTC units at all.

The AAU institutions host a total of 103 ROTC units at 42 campuses, or an average of 2.5 units per university. Only two of the AAU's 46 U.S. members have no ROTC units at present, although units at at least three others are scheduled to be abolished within the next two years.

Perhaps significantly, 17 of the SCU ROTC programs have been established within the past two years: four in 1968-69 and

---

3/ As of January 1970, according to a listing supplied by the Office of the Secretary of Defense. In addition, students at approximately 100 colleges may "cross-enroll" in ROTC programs at host institutions near their home campuses.

13 during the current year.[4/] Nearly all of these new programs are in Southern and Midwestern institutions. All of the new units are Army. All three services currently report waiting lists of colleges that have requested ROTC units. In short, while ROTC is under attack and may be losing its appeal at some major universities, there is a growing interest in offering its program at many SCUs and other institutions of higher learning.

Among ROTC units at SCUs, 68 are Army and 20 are Air Force. None of the Navy's 54 ROTC units is based at an AASCU-type institution. In contrast, AAU universities host 31, or more than half, of the country's Navy ROTC units, along with 33 Army and 39 Air Force units.

Voluntary vs. Compulsory Programs

Compulsory ROTC is limited to basic Army and Air Force programs (i.e., the first one or two years). No advanced or Navy ROTC program is compulsory. No university is required by law to maintain a compulsory program. Nonetheless, ROTC programs at 55 campuses -- or about 15 per cent of the total -- are compulsory. Last year there were 95 mandatory programs and in 1964 there were 132. In 1959, two-thirds of all ROTC programs were compulsory.

ROTC is compulsory at about one quarter of SCUs but at no AAU member schools with ROTC. Within the past few years 14 SCUs have changed their ROTC programs from compulsory to voluntary. None has changed from voluntary to compulsory, but three of the 17 SCU ROTC programs established within the past two years are compulsory. The one quarter of SCU ROTC programs which have a compulsory component account for about two-thirds of the ROTC enrollment at SCUs.[5/]

4/ Three SCUs have terminated ROTC in the past: Western Kentucky terminated AFROTC in 1957 due to low enrollment (but still has Army ROTC); Lake Superior State College terminated AFROTC in 1961 due to lack of productivity (but also has an Army ROTC unit); Francis T. Nicholls State College terminated a two-year program to start a four-year program when it became a four-year college.

5/ The compulsory freshman units (15 out of 51) accounted for 74 per cent of total freshman enrollment; compulsory sophomore units (14 out of 51) accounted for 70 per cent of total sophomore enrollment.

This contrast between the strictly voluntary nature of AAU programs and the existence of compulsory ROTC at a significant number of SCUs explains several differences in the enrollment and officer production trends, as well as in the nature of controversy over ROTC, at institutions in these two groups. In particular, whether ROTC should remain compulsory is a major issue at many SCUs while the question has long been answered in the negative by AAU institutions as well as by a growing number of SCUs which are now turning to more fundamental questions about ROTC's role on the campus.

ENROLLMENT AND OFFICER PRODUCTION

Current Enrollment

Current ROTC enrollment figures were obtained from 75 ROTC units at 73 SCUs which enrolled 34,903 students during the 1969-70 academic year. This represents 22.3 per cent of ROTC's total national enrollment of 156,286. Making allowances for the 13 SCU ROTC units for which enrollment figures were not reported, ROTC enrollment at all SCUs is estimated at nearly 41,000 students -- more than one-quarter of the national total. (The 42 AAU institutions currently enroll approximately 25,700 students or about one-sixth of the national total.)

Largest Programs at SCUs

The largest ROTC enrollment, as expected, are all at institutions with compulsory programs: Memphis State's AFROTC (2,473 students), Eastern Kentucky (2,388), and Southwest Missouri State (1,982), both Army programs.

The largest voluntary programs are found at the South Dakota School of Mines (711), The University of Toledo (549), and Eastern Michigan University (430). These three are Army programs. The largest voluntary Air Force programs are at the University of Akron (377), the University of Southwest Louisiana (293), and Bowling Green State University (289).

Current Officer Production

In 1968-69, 56 programs at 54 reporting SCUs produced 2,368 commissioned officers, or about one-tenth of the national total of 23,057. Making allowances for the SCUs from which figures were not available, all SCUs produced an estimated 2,875 commissioned officers in 1968-69 or one-eighth of the

national total. About 20 SCUs which currently have ROTC programs did not commission any officers in 1968-69, as their programs had not been in operation long enough to complete the training of advanced students. These new programs, which enrolled few seniors, partially explain the disparity between the proportion of officers produced by SCUs and the proportion of ROTC students they enroll.

In addition, dropouts between the basic (compulsory) and advanced (voluntary) years at the 22 SCUs with compulsory basic ROTC help explain the fact that the proportion of officers produced by SCUs is lower than their proportion of enrollments. Because ROTC is required of all able-bodied freshman (and in some cases, sophomore) men at institutions where the program is compulsory, total ROTC enrollments are naturally higher at these institutions than under voluntary conditions.

Among AAU universities, where enrollment in ROTC is strictly voluntary, the proportion of officers produced is higher than the proportion of enrollments, reflecting lower than average attrition. The number of dropouts after the basic years in a voluntary program is much lower than in a compulsory program. AAU universities produced more than 5,300 commissioned officers in 1968-69, or about 23 per cent of the national total.

National Trends

Nationally, enrollments in ROTC have been declining in recent years, while officer production has increased. Between 1966-67 and 1969-70, national enrollments have declined 40 per cent -- from 259,694 to 156,286. Freshman enrollments have gone down even more sharply, from 128,786 in 1966-67 to 66,254 this year -- a drop of nearly 50 per cent. Junior and senior enrollments, from which officers are ultimately chosen and which have always been voluntary, have not declined as much.

To a large extent the decline in enrollments can be attributed to the increasing shift from required to elective basic ROTC programs. In just the past two years, approximately half of all institutions with compulsory ROTC have changed to voluntary programs. In addition to the shift from compulsory to voluntary ROTC, there are several other reasons for the sharp drop in enrollments. The AAU report cites uncertainty about the status of the draft, opposition to the war in Vietnam, and growing anti-military sentiment on campuses -- all of which have tended to reduce enrollment in voluntary officer training programs.

Despite the general enrollment declines, officer production has increased significantly over the past few years. In 1965-66, ROTC produced 16,347 officers; three years later, the total had risen 41 per cent to 23,057. The greatest overall increase -- 63 per cent -- has been in Army officer production; the smallest -- 3 per cent -- in Air Force officer production (which has actually decreased in the past two years). The AAU report offered several explanations for rising officer production:

: The increasing voluntarism of ROTC programs has meant that fewer students enroll who do not intend to complete the program.

: Increasing draft calls resulting from the Vietnam buildup have caused a greater proportion of ROTC candidates to follow through and receive their commissions as an alternative to being drafted after graduation.

: The two-year option authorized in 1964, allowing students to begin training in their junior rather than freshman year, or in graduate school, attracts many who might not otherwise enroll or persist in a full four-year program.

: Making available scholarships for Army and Air Force ROTC in 1964 (Navy ROTC previously offered scholarships) may also have helped attract and train more candidates.

AASCU Trends

Based on figures from 54 SCUs which have had ROTC programs since 1966-67, ROTC enrollments at state colleges and universities have decreased 34.6 per cent from 44,844 to 29,336 between 1966-67 and 1969-70, or somewhat less than nationally. The enrollment decline has been even greater -- 42.6 per cent -- at institutions which have had voluntary ROTC during this entire period. Growing anti-military and anti-ROTC sentiment in recent years, as well as changes in draft procedures, may be discouraging students from enrolling in voluntary ROTC programs.

At all SCUs, ROTC enrollment between 1966-67 and 1969-70 decreased only 22.2 per cent, from 44,844 to 34,903. The enrollment of more than 5,500 students in new SCU Army ROTC programs has partially offset large enrollment declines in

older programs. Army ROTC enrollment at SCUs with long-established programs declined 6.8 per cent between 1967-68 and 1968-69. However, the addition of 2,855 students enrolled in new Army ROTC programs established at SCUs in 1968-69 resulted in a 1.6 per cent Army ROTC enrollment increase at SCUs between 1967-68 and 1968-69. Similarly, Army ROTC enrollment at SCUs with established programs dropped 23.6 per cent between 1968-69 and 1969-70. When figures from institutions with new programs in 1969-70 are added in, however, Army ROTC enrollment at SCUs shows a decline of only 13.7 per cent in this period.

At 54 SCUs providing figures for 1966-67 and 1969-70, current enrollment totals 17,785 in compulsory ROTC units and 11,551 in voluntary units. In 1966-67, enrollment totaled 30,909 in compulsory units and 13,935 in voluntary units. Over the past three years then, total compulsory unit enrollment at SCUs has declined 42.5 per cent while total voluntary unit enrollment is down 17.1 per cent. Between 1968-69 and 1969-70, however, total enrollment in voluntary units rose 9.9 per cent while total enrollment in compulsory units decreased 33.4 per cent. These shifts seem to reflect the drop in the number of schools with compulsory ROTC. Their changeover to voluntary ROTC would probably account for the enrollment gains in voluntary ROTC.

Freshman enrollments in compulsory and voluntary ROTC together have dropped 38.4 per cent at SCUs since 1966-67, with the sharpest drop apparent in programs which have been voluntary throughout this period. Between 1966-67 and 1969-70 freshman enrollment in 25 voluntary programs at 23 SCUs dropped 50.2 per cent, from 4,599 to 2,287. (Similarly, at AAU institutions, where ROTC is completely voluntary, freshman enrollment dropped 49 per cent between 1966-67 and 1969-70.) Junior and senior enrollments, however, from which officers are chosen, showed smaller decreases and some increases.

Regarding officer production, SCU institutions have shown an increase over the past few years, though not as great as the national or the AAU totals. In 1965-66, 1,809 officers were commissioned from 54 institutions, compared to 2,372 officers in 1967-68, a 31.3 per cent increase. Figures for 1968-69 were roughly the same.

Also reflecting national trends, SCUs showed significant growth in Army ROTC officer production while showing declines in Air Force production. Between 1966-67 and 1968-69, for example, officer production from Army ROTC rose 57.8 per cent

while officer production from Air Force ROTC declined 25.4 per cent. Nationally, during this period Army officer production from ROTC rose 52 per cent while Air Force officer production declined 16.3 per cent.

Overall between 1966-67 and 1968-69, officer production at SCUs increased 30.9 per cent, although at institutions with voluntary programs the overall increase came to only 5.2 per cent. In this case, institutions with compulsory programs appeared to be increasing their production more than institutions with voluntary programs. As with enrollments, a possible explanation for the poorer showing of voluntary programs may lie in the fact that ROTC is likely to be voluntary at institutions where anti-military feelings are relatively strong and students' interest in and commitment to ROTC is lower.

ASPECTS OF ROTC POLICY RELATING TO THE INSTITUTION

Academic Credit and Standing

At all but one SCU, ROTC courses carry some academic credit and count towards degree requirements. Several private AAU institutions have recently adopted policies terminating all academic credit for ROTC. Some public AAU members have also begun moving in this direction.

Among SCUs, 61 out of 73 responding institutions or 83.6 per cent reported university-wide policies governing academic credit for ROTC. Among AAU universities, in contrast, only seven out of 42 maintain university-wide policies on the question. Individual academic units and departments set policy on ROTC credit at about one-sixth of SCUs and five-sixths of the AAU institutions.

All SCUs list ROTC courses in their catalogs. No ROTC programs are considered to have "extracurricular" standing at SCUs, although some activities connected with the program, such as Pershing Rifles, are open to non-ROTC students on an extra-curricular basis.

University Oversight

As the AAU report noted, one of the major recommendations of the Benson Committee was that each host institution assume a greater responsibility for the maintenance of instructional quality in ROTC. The military services encourage such instructional involvement, but the Benson Committee reported that few institutions review and evaluate ROTC programs on a continuing basis or play a significant part in screening military appointments to ROTC teaching staffs.

The most frequently cited method used by institutions to maintain the quality of instruction was assistance in selecting instructional personnel, cited by more than two-thirds of the SCUs. Three SCUs reported having turned down instructional personnel. One quarter said institutional faculty or officials routinely visit courses and suggest improvements in the curriculum; and another 30 per cent said they did so on a volunteer or invited basis.

Oversight and supervision[6/] of ROTC are frequently comparable to that of academic departments. Supervisory responsibility for ROTC is most often placed under a dean (46 cases) or under the vice president for academic affairs (16). Other academic affairs administrators, such as "chief academic officer," dean of instruction, dean of academic affairs, and dean of faculties, some of which have also been included in the "dean" category, were cited by eight institutions. Secondary sources of supervision mentioned were the president and a faculty committee. A number of respondents named more than one source of supervision. Thirteen mentioned a specific committee on military affairs (though not always with that precise name), in two cases including student representatives. ROTC staff members generally sit on this committee and are also included in some other campus governing bodies and curriculum committees.

The deans in charge of ROTC varied greatly, from the Dean of the College of Business Administration (3) to the Dean of the School of Education (4). Most frequently cited were the Deans of Arts and Sciences (7), Dean of Instruction (6), Dean of the School of Applied Science and Technology (5), and Dean of Applied Arts and Sciences (4). Because of variations in academic organization among different institutions, it is possible ROTC is only one of several departments which may be in one institution's School of Applied Arts and Sciences and in another's School of Applied Science and Technology.

Facilities

Except for the University of Toledo, whose ROTC unit shares an Army Reserve armory, all SCUs provide ROTC with offices, classroom space, and other support comparable to that provided regular academic departments. This in some cases means

---

6/ In general, the survey respondents giving information on supervision responded in terms of curricular supervision rather than financial or other aspects of ROTC administration.

that facilities are inadequate or there is a shortage of supplies. As Central Washington State commented, "Facilities are not the best, but there are other departments with the same problem." In a few cases, institutions feel that ROTC facilities are better than those of some other departments. Indiana University of Pennsylvania boasts, for example, that its new ROTC building "will be the most modern structure of its type in the nation."

With three exceptions, all of the ROTC facilities are considered "centrally located" on campus. A few respondents went out of their way to speak in praise of their location, using words like "ideal" and "superior." The universities with new ROTC programs tend to have ROTC facilities scattered, pending the building of permanent facilities.

Other Aspects of ROTC Programs

From comments made by respondents on other aspects of ROTC, it is obvious that the scholarship program plays an important role in ROTC programs. Regarding student contracts and penalties for defaults, respondents have two general comments: (1) There has been no problem with defaulting; (2) Defaulting and sanctions are (or would be) handled "judiciously."

ROTC INSTRUCTION

Quality of Instruction

The quality of ROTC instruction at SCUs is considered "as good as the general standard of teaching in the rest of the university" by 69 out of 73 SCU respondents. The remaining four felt it was better. Among AAU universities, five private institutions responded that the quality of ROTC instruction is inferior and several others expressed reservations. No public university in the AAU reported that ROTC instruction was inferior.

In evaluating the responses provided to both the AAU and the AASCU on the question of teaching quality, it must be kept in mind that judgments of the quality of instruction are necessarily subjective, based in most cases on impressions and fragmentary evidence, and generally reflect the outlook and biases of the survey respondent (who in some cases may teach or supervise ROTC courses). Several SCUs, however, have conducted surveys of ROTC students or alumni to get their views on the quality of ROTC instruction. The Colorado

School of Mines, for example, reported that a survey of 202 ROTC graduates since 1964 indicated that 65 per cent felt their military instructors were superior with respect to subject knowledge and 40 per cent graded them as superior teachers.

Idaho State University reported that in surveys over the past three years, 35 per cent of students have rated ROTC better than other courses; 60 per cent "as good as," and only 5 per cent "inferior." Kansas State College of Pittsburg reported that its 1968 survey of military science students indicated the rating "as good as." The University of Toledo's surveys indicate ROTC students believe ROTC instruction is better than the general standard of teaching in the rest of the university. In a survey taken this year among Toledo cadets, no ROTC student indicated instruction was inferior. Indiana University of Pennsylvania conducted an ROTC program survey on a confidential basis among its military science III and IV cadets, asking them to rank their ROTC instructors among all their instructors. Nearly two-thirds of the respondents ranked their ROTC instructors in the top two-fifths of their college instructors, with more than a quarter of the students ranking their ROTC instructors in the top fifth. No students ranked their ROTC instructors in the lowest fifth and only 4.4 per cent ranked their instructors in the second lowest fifth. At South Dakota School of Mines, a recent survey of ROTC students found 79 per cent who consider ROTC instruction as good as the general standard, 11 per cent who judge it inferior, and 8 per cent who judge it better. A questionnaire completed by the student body at Tennessee Tech rated the quality of military instruction comparable to or better than the general standard. Citing responses of both faculty and students to a recent ROTC survey, Memphis State University indicated that the quality of ROTC courses is generally regarded as being very good.

In commenting on teaching in ROTC courses, several institutions noted that their ROTC instructors have frequently received special training in teaching methods before coming to their campuses or have prior teaching experience in Army Service Schools. The preparation, training, and attitudes of Air Force ROTC instructors in particular were singled out for praise. Several institutions noted that AFROTC instructors are now or shortly will be required to hold the master's degree. Several also praised the training in teaching methods their AFROTC instructors received at the Air University at Maxwell Air Force Base. Tennessee Tech reports that its instructors are required to conduct rehearsals of all classes and that a senior member of the military staff monitors each

military instructor's presentation at least once weekly. In contrast, relatively few college professors receive formal training in teaching methods before beginning their academic careers.

Several institutions also commented favorably on the enthusiasm and attitudes of their ROTC instructors. Southern Colorado State College, for example, which has a new ROTC program this year, felt that "instruction is comparable with other instruction being offered. The enthusiasm and qualifications of the officer instructors assigned to this college have been instrumental in achieving a high level of instruction."

Academic Rank for Military Staff

Policies of SCUs, like those of AAU institutions, are relatively uniform on the question of academic rank and privileges of military officers assigned to ROTC units. In accordance with ROTC contracts, ROTC staff are given academic titles. As stipulated by the 1964 ROTC Vitalization Act, the ROTC director is accorded the title of professor and head of department. Commissioned officers are either associate or assistant professors. Non-commissioned officers are instructors. Although no such examples were reported in the SCU questionnaire, the Benson Committee noted that "despite the wording of the public law, the Department of Defense has not insisted on a special academic title for ROTC department heads" and has permitted the use of other designations in some instances. At a few AAU institutions, modifications in academic titles are being considered.

A few SCU respondents noted that military personnel are not granted all the rights of participation in the faculty senate (Military staff may have nonvoting membership or may be excluded from certain committees such as the promotion and tenure committees). Generally, however, military instructors are given full status and privileges of faculty members, with the exception of certain fringe benefits, tenure, and salary arrangements. Some institutions noted that ROTC staff members are -- and prefer to be -- referred to by military title rather than be addressed exactly like other faculty members.

Civilian Instruction in ROTC

The AAU report cites as a significant development in ROTC programs "the growing substitution" of civilian-taught university courses for courses taught by military officers and an increasing use of civilian instructors as guest lecturers

in ROTC courses. Although the AASCU questionnaire did not ask about the growth of these practices, it found many examples of them and great interest in even more use of civilian instructors and courses in ROTC programs.

Most frequently cited by SCUs was the use of civilian instructors as guest lecturers, a practice mentioned by about one-fifth of the respondents. A few ROTC programs also use civilians not associated with their host campuses as lecturers. Eastern Michigan University reports that not only are non-military instructors from other academic departments routinely invited to address ROTC classes, but also military instructors from ROTC are invited to other academic departments. Only four SCUs specifically mentioned using civilians as assigned instructors in ROTC courses.

A second use of civilian instruction in ROTC mentioned was the designation of regular departmental offerings, such as American military history, as acceptable for credit in ROTC programs. Wisconsin State University at Whitewater, for example, reports that one course in American military history is taught exclusively by the department of history. A course in military map reading is taught jointly by the department of geography-geology and the military science department. At San Jose State College the military history course requirement in the ROTC curriculum is met by the mandatory enrollment of ROTC students in the military history course offered by the department of history.

About 18 per cent of the SCUs said that while they had no civilian instructors in their ROTC programs, they would like to; and 21.9 per cent said they felt civilian instruction could be increased. According to the AAU report, "on the whole, the military services seem to be receptive to the expansion of civilian instruction in ROTC." A few SCUs commented that the Army should provide funds or reimburse the institutions for civilian instruction, while Indiana University of Pennsylvania mentioned that guest lecturers from various departments are paid from Army funds to participate in a nine-hour course presented to Military Science IV students, "The Role of the U.S. in World Affairs."

CAMPUS CONCERN, RE-EVALUATION, AND CHANGES IN ROTC

Many of the ROTC policies discussed in the preceding sections of this report are controversial subjects on SCU campuses this year. Well over half of the responding institutions -- 43 out of 73 -- describe ROTC as a subject of "major concern," particularly among students, in recent years.7/ Of these 43 institutions, 34 said ROTC has been a subject of major concern among students; 23, among faculty; and 13, among administrators.

In response to this concern, various changes have been made in ROTC programs and policies at more than half of the responding institutions in recent years. In addition, 29 institutions, or nearly 40 per cent of the total, reported that they are currently reassessing ROTC programs, with some of the reassessments described as continuing, ongoing evaluations to which all campus programs are regularly and routinely subjected.

The Controversial Issues at SCUs

The compulsory nature of ROTC is the key issue at SCUs at present, involving 19 of the 43 SCUs at which ROTC appears to be a major concern and including nearly every SCU at which ROTC is mandatory.

Most of the remaining controversial issues this year relate to questions of university involvement with the military, e.g., whether ROTC is an appropriate activity on the academic campus, whether academic credit should be given for such study, and whether military instructors should have academic rank. Countering the demand that credit for military training through ROTC is excessive and should be withheld is the opposite complaint, voiced on some campuses, that the amount of credit given for ROTC participation is inadequate and not commensurate with the amount of time required for participation.

Altogether, ten institutions cited academic credit as a major item of controversy, six cited the Vietnam war (as it relates to campus support of ROTC as a symbol of the military), three cited academic rank for ROTC staff, and six listed various

---

7/ Unfortunately, the questionnaire did not include a definition of the word "major" in asking whether ROTC has been a subject of major concern. For purposes of analyzing responses we have interpreted "major" to mean enough concern to be noticed.

other issues. Strong sentiment to abolish ROTC was reported in only two SCU campuses, one of which, the State University of New York at Buffalo, has recently moved to do so.

Asked how the concern over ROTC has been manifest, most SCU respondents noted that activism or outspokenness on the ROTC issue has been confined to a small number of students and/or faculty. With the exception of the Southern institutions, and particularly where ROTC is voluntary, most respondents classified majority sentiment on ROTC's presence on campus as "apathetic," generally reflecting the attitude that those who want to join ROTC should be able to do so. Where the ROTC is compulsory, there is more widespread concern and administrators appear respectful of and attentive to campus sentiment. Among institutions with ROTC programs dating back more than two years, 13 of the 28 reporting concern have compulsory programs. Only two of 28 reporting "no concern" have compulsory programs. A majority of institutions with new programs were among those reporting some kind of concern over ROTC policies.

In the South, majority sentiment is considered "positive" rather than apathetic towards ROTC. Reflecting this attitude, Southern institutions responding to the AASCU questionnaire were least likely to cite ROTC as a subject of "major concern" in recent years. Colleges in the Northeast had the highest proportion of concern, followed by institutions in the Midwest. Because Southern institutions host a majority of SCU ROTC programs, overall SCU sentiment on ROTC reflects the relatively strong Southern support for ROTC.

A few institutions, while noting that active dislike of ROTC is confined to a small group, frankly acknowledged that they expected trouble over it. All institutions were asked whether they expected ROTC to be a "central issue on campus" during the current academic year and, interestingly, this phrase was frequently interpreted to mean an issue causing violence rather than one being actively discussed or examined. In this context, only eight institutions admitted that they expected ROTC to be a "central issue on campus" this year. Five reported lessening concern because of steps being taken to review or abolish the compulsory element. Three gave answers indicating more concern this year than in previous years. So far the predictions have generally been accurate and ROTC issues have been directly associated with violent demonstrations at only a few SCUs.

Changes Made

As noted, 42 SCUs reported making changes in their ROTC programs or policies in recent years. One-third of these changed their ROTC programs from compulsory to voluntary or optional. Additional institutions can be expected to follow this trend in the near future. (Several reports of SCUs which will change compulsory programs to voluntary next year -- and of at least one which voted against such a change -- have been received already.)

The largest number of changes reported (17), however, fell in the area of curriculum. Of these, five allowed substitution of regular academic courses for military science courses and four decreased emphasis on drill and basic training. Other curricular changes were not detailed. Among other kinds of changes reported were reducing the number of years required to complete an ROTC program (6), using civilian faculty for lecturers (2), upgrading teaching personnel (3), introducing additional ROTC programs (3), and changing enrollment policies (3).

Institutions were asked to what extent they thought campus concern over ROTC might be alleviated by reducing the visible presence of military organization connected with ROTC units (i.e., rifles, uniforms, military drills on the campus). Only eight thought it would help. The remaining respondents (53 for this question) either thought it would have no effect, stating the question did not apply to their campus because the military was popular there, or were antagnostic to the suggestion, considering it a slur on ROTC. "If ROTC must be made invisible it is then unworthy of campus participation," the Colorado School of Mines respondent commented. "Visible presence is not an issue and its reduction would only serve to offend and degrade those who have voluntarily chosen to participate in the program while encouraging opponents to shift or increase their criticism to other aspects," was the reaction of Newark College of Engineering.

Current Re-evaluation

Looking ahead, additional changes, particularly along the line of those already made by some institutions, can be expected. Twenty-nine SCUs reported that they were in the process of reassessing ROTC programs and at least some of the re-evaluations can be expected to lead to changes. Additional institutions will no doubt undertake reviews of their ROTC programs in the future as the issue of ROTC continues to attract attention and create controversy. Few

institutions saw legal barriers to their making changes in their programs.

Three main areas continue to come under scrutiny at SCUs: the compulsory nature of some of the programs, the curriculum, and academic credit. At least seven of the 22 SCUs with compulsory programs are re-evaluating whether those programs should remain compulsory. Four institutions are studying the amount of credit granted for ROTC. Five are re-evaluating or considering changes in the curriculum, particularly regarding the relation of the ROTC program to other departments of the university.

The most fundamental reassessment and changes took place at the State University of New York at Buffalo. On March 17, 1970, the Buffalo Faculty Senate voted to phase out the present Air Force ROTC program by September 1971, substituting for its academic program a set of credit-bearing courses designed and manned by university faculty. This action was supported by a student referendum held in April. University negotiators plan to meet with representatives of the Defense Department to work out a final arrangement so that implementation of a new program can begin this September. Last fall, Buffalo's curriculum committee recommended to the Faculty Senate that the existing AFROTC program either be broadened and placed within one of the seven faculties or that academic credit be removed from that program. In March 1970, abolition of ROTC was included in a set of demands presented by the "University Strike Committee" during major campus disruption.

So far, however, the events at SUNY Buffalo are atypical of SCUs, where, by and large, as the Idaho State University questionnaire said, "the majority of students feel that if a student desires to become an officer, he should be afforded the opportunity." Nonetheless, this is an era of rapid change in both society and higher education; and changes in the political climate, foreign policy, as well as the campus environment at SCUs could alter the current outlook significantly. Meanwhile, the results of this questionnaire suggest that SCUs are in 1969-70 generally hospitable towards ROTC and look forward to developing high-quality officer training programs.

+++

For further information, the following are recommended:

American Association of Universities: Survey Report: Status of ROTC Programs at AAU Member Institutions, February 1970, 19 pp. and tables, mimeographed.

Report of the Special Committee on ROTC to the Secretary of Defense (Benson Committee Report), September 22, 1969, 61 pp.

We are particularly grateful for the help of Lawrence Gladieux of the AAU Council on Federal Relations staff in reviewing this report, but absolve him of any responsibility for its contents.

Mrs. Florence Surovell, Editorial Associate in the Office of Information and Research of the AASCU, was responsible for reviewing the completed questionnaires and compiling the statistical information in this report.

ROTC PROGRAMS AT STATE COLLEGES AND UNIVERSITIES, 1966-70

	Army (38 programs)						Air (18 programs)						Army & Air Combined (56 programs at 54 institutions)					
							Compulsory and Voluntary Programs Combined 1/											
	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll
'66-67	21,025	11,323	2,376	1,512	1,224	36,236	4,385	2,855	618	750	585	8,608	25,410	14,178	2,994	2,262	1,809	44,844
'67-68	18,771	10,721	2,190	2,185	1,525	33,867	3,770	2,240	488	669	599	7,167	22,541	12,961	2,678	2,854	2,124	41,034
% change (one yr.)	-10.7	-5.3	-7.8	+44.5	+24.5	-6.5	-14.0	-21.5	-21.0	-10.8	+2.4	-16.7	-11.2	-8.5	-10.5	+26.1	+17.4	-8.5
'68-69	18,038	9,296	2,157	2,054	1,932	31,545	4,025	2,024	496	521	436	7,066	22,063	11,320	2,653	2,575	2,368	38,611
% change (one yr.)	-3.9	-13.2	-1.5	-6.0	+26.6	-6.8	+6.7	-9.6	+1.0	-22.1	-27.2	-1.4	-2.1	-12.6	-1.0	-9.7	+11.5	-5.9
'69-70	12,960	7,234	1,850	2,054	*	24,098	2,683	1,517	527	511	*	5,238	15,643	8,751	2,377	2,565	*	29,336
% change (one yr.)	-28.1	-22.1	-14.2	-	*	-23.6	-33.3	-25.0	+6.2	-1.9	*	-25.8	-29.0	-22.7	-10.4	-0.4	*	-24.0
% change (3-year)	-38.3	-36.1	-22.1	+35.8	*	-33.2	-38.8	-46.8	-14.7	-31.8	*	-39.1	-38.4	-38.2	-20.6	+13.4	*	-34.6
							Voluntary Programs Only 2/											
	(15 programs)						(10 programs)						(25 programs at 23 institutions)					
'66-67	3,236	1,750	764	524	394	6,274	1,363	945	325	410	348	3,043	4,599	2,695	1,089	934	742	9,317
'67-68	2,363	1,553	698	707	471	5,321	1,167	555	272	336	303	2,330	3,530	2,108	970	1,043	774	7,651
%change (one yr.)	-26.9	-11.2	-8.6	+34.9	+19.5	-15.1	-14.3	-41.3	-16.3	-18.0	-12.9	-23.4	-23.2	-21.7	-10.9	+11.6	+4.3	-17.9
'68-69	2,143	1,077	651	663	534	4,534	1,237	504	251	271	247	2,263	3,380	1,581	902	934	781	6,797
% change (one yr.)	-9.3	-30.6	-6.7	-6.2	+13.3	-14.1	+6.0	-10.1	-7.7	-19.3	-18.4	-2.9	-4.2	-25.0	-7.0	-10.4	+0.9	-11.1
'69-70	1,428	980	552	606	*	3,566	859	409	272	240	*	1,780	2,287	1,389	824	846	*	5,346
% change (one yr.)	-33.3	-9.0	-15.2	-8.6	*	-21.3	-30.5	-18.9	+8.3	-11.4	*	-21.3	-32.3	-12.1	-8.6	-9.4	*	-21.3
% change (3-year)	-55.8	-44.0	-27.7	+15.6	*	-43.1	-37.0	-56.7	-16.3	-41.4	*	-41.5	-50.2	-48.4	-24.3	-9.4	*	-42.6

1/ Includes programs which either currently have a compulsory element or which had one at some time during the 1966-70 period.

2/ Includes only programs which have been voluntary throughout the 1966-70 period.

* Figures not available at the time this material was compiled.

	Army (53 programs)						Air (28 programs)						Army & Air Combined (81 programs at 77 institutions)					
							All Reporting Programs											
	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll	Fresh.	Soph.	Jr.	Sr.	Comm. Officer	Total Enroll
'66-67	24,261	13,073	3,140	2,036	1,618	42,510	5,748	3,800	943	1,160	933	11,651	30,009	16,873	4,083	2,896	2,551	54,161
'67-68	21,134	12,274	2,888	2,892	1,996	39,188	4,937	2,795	760	1,005	902	9,497	26,071	15,069	3,648	3,897	2,898	48,685
%change (one year)	-12.8	-6.1	-8.0	+42.0	+23.3	-7.8	-14.1	-26.4	-19.4	-15.4	-3.3	-18.4	-13.1	-10.6	-10.6	+34.5	+13.6	-10.1
'68-69	20,181	10,373	2,808	2,717	2,466	36,079	5,262	2,528	747	792	683	9,329	25,443	12,901	3,555	3,509	3,149	45,408
%change (one year)	-4.5	-15.4	-2.7	-6.0	+19.0	-7.9	+6.5	-9.5	-1.7	-21.1	-24.2	-1.7	-2.4	-14.3	-2.5	-9.9	+8.6	-6.7
'69-70	14,388	8,214	2,402	2,660	*	27,664	3,542	1,926	799	751	*	7,018	17,930	10,140	3,201	3,411	*	34,682
%change (one year)	-28.7	-20.8	-14.4	-2.0	*	-23.3	-32.6	-23.8	+6.9	-5.1	*	-24.7	-29.5	-21.4	-9.9	-2.7	*	-23.6
%change (3-year)	-40.6	-37.1	-23.5	+30.6	*	-34.9	-38.3	-49.3	-15.2	-35.2	*	-39.7	-40.2	-39.9	-21.6	+17.7	*	-35.9

* Figures not available at the time this material was compiled.

APPENDIX B

State Colleges and Universities
with ROTC Programs*

ALABAMA
- Florence State University
- Jacksonville State University
- University of South Alabama

ARKANSAS
- Arkansas Polytechnic College
- Arkansas State University
- Henderson State College
- State College of Arkansas

CALIFORNIA
- California State Polytechnic College, San Luis Obispo
- Fresno State College
- San Diego State College
- San Francisco State College
- San Jose State College

COLORADO
- Colorado School of Mines
- Southern Colorado State College
- University of Northern Colorado

FLORIDA
- Florida A&M University

GEORGIA
- Georgia State University
- North Georgia College

IDAHO
- Boise State College
- Idaho State University

ILLINOIS
- Northern Illinois University
- Western Illinois University

INDIANA
- Ball State University
- Indiana State University

KANSAS
- Kansas State College of Pittsburg
- Wichita State University

KENTUCKY
- Eastern Kentucky University
- Morehead State University
- Murray State University
- Western Kentucky University

LOUISIANA
- Francis T. Nicholls State College
- Louisiana Polytechnic Institute
- McNeese State College
- Northeast Louisiana State College
- Northwestern State College
- Southeastern Louisiana College
- University of Southwestern Louisiana

MARYLAND
- Morgan State College

MASSACHUSETTS
- Lowell Technological Institute

MICHIGAN
- Central Michigan University
- Eastern Michigan University
- Lake Superior State College
- Michigan Technological University
- Northern Michigan University
- Western Michigan University

MISSISSIPPI
- Jackson State College
- University of Southern Mississippi

MISSOURI
- Central Missouri State College
- Northeast Missouri State College
- Southwest Missouri State College

NEBRASKA
- Kearney State College

NEW JERSEY
- Newark College of Engineering

NEW MEXICO
- Eastern New Mexico University

---

*This list includes all institutions with ROTC programs which, at the time this study was published in July 1970, were classified as state colleges and universities of the AASCU type. Last fall, when the AASCU ROTC survey was initiated, a few of these institutions were not so classified and hence are not included in the survey results.

NEW YORK
City University of New York
State University of New York
at Buffalo

NORTH CAROLINA
Appalachian State University
East Carolina University

OHIO
Bowling Green State University
Central State University
University of Akron
University of Toledo
Youngstown State University

OKLAHOMA
Central State College
Oklahoma Panhandle State College

PENNSYLVANIA
Indiana University of Pennsylvania

SOUTH DAKOTA
South Dakota School of Mines
and Technology

TENNESSEE
East Tennessee State University
Memphis State University
Middle Tennessee State University
Tennessee Technological University
University of Tennessee at Martin

TEXAS
East Texas State University
Midwestern University
North Texas State University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Tarleton State College
Texas A&I University
West Texas State University

VIRGINIA
College of William and Mary
Norfolk State College
Old Dominion University
Virginia Commonwealth University

WASHINGTON
Central Washington State College
Eastern Washington State College

WEST VIRGINIA
Marshall University
West Virginia State College

WISCONSIN
Wisconsin State University, Oshkosh
Wisconsin State University,
Stevens Point
Wisconsin State University, Superior
Wisconsin State University,
Whitewater

APPENDIX C

AASCU-NASULGC Position on ROTC

The position of the American Association of State Colleges and Universities on ROTC is incorporated in Recommendations for National Action Affecting Higher Education, a joint publication with the National Association of State Universities and Land-Grant Colleges. That position is:

> The two Associations believe that (1) it is appropriate for institutions of the type represented in their membership to offer courses and programs of interest to those wishing to serve as officers in the Armed Services, as they do for other occupational fields, and (2) that it would be highly undesirable for officer education to be restricted to the service academies.